

Autumn Term at Northwood

Part 2 of 2

Name of Department	Business & Economics
GCSE Business	
Year 10 Business students have made an impressive start to their course, diving straight into the world of entrepreneurship. They have been exploring the different ownership structures available to new start-ups and thinking carefully about which models best suit their own exciting business ideas. Alongside this, they have been strengthening their maths-for-business skills through a series of challenging calculations such as cash flow forecast and break-even, demonstrating excellent focus and determination. A fantastic start to the year—well done, Year 10! Our Year 11 Business students have been working diligently in preparation for their PPEs. This term, they have been examining how businesses grow through globalisation and exploring the influence of major multinational corporations. Students have even delved into historical contexts such as the role of the British Empire in India and the origins of global tea trade patterns. Their ability to connect past and present business environments shows real maturity in their understanding. Keep up the brilliant work, Year 11!	
GCSE Economics	
Year 10 Economists have been working their magic on economic diagrams this term, developing accuracy and confidence when illustrating shifts in demand and supply. To deepen their understanding, students have also been building their oracy skills through paired presentations, confidently explaining the real-world effects of changes in markets to their peers. Their growing ability to apply economic language and reasoning has been fantastic to see—well done, Year 10! Year 11 Economics students have been working incredibly hard in preparation for their PPEs. They have been studying the impact of inflation and unemployment on the economy, drawing links to current events and the latest government budget. Their ability to connect the specification to real-world economic issues is really developing, and their commitment to revision this term has been excellent. Keep it up, Year 11!	
A-Level Business	
Year 12 students have made a strong and confident start to their A-Level Business course. This term, they have delivered an impressive series of presentations on topics ranging from motivational theorists to pricing strategies used by modern businesses. These sessions have provided a valuable opportunity to develop their oracy skills—a key whole-school focus this year—and it has been a pleasure to see students growing in confidence and clarity as presenters.	

Our Year 13 Business students have shown real dedication as they prepare for their upcoming mock exams. They have been tackling extended exam questions across a range of advanced topics, including business objectives and strategy, methods of business growth, international trade, and the impact of protectionist policies. Their determination to refine their analytical and evaluative skills is clear, and we are incredibly proud of their hard work this term.

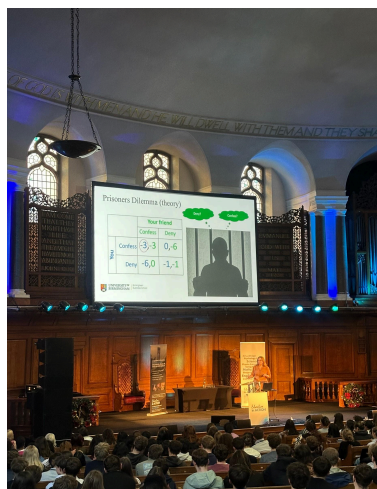
A-Level Economics

Year 12 Economists have made excellent progress, already completing Theme 1 of Microeconomics. They have been working hard on mastering diagrams surrounding the role of the market and government intervention schemes. They are now focusing on strengthening their exam technique through timed essays and live marking. Students are currently preparing for their upcoming presentations, where they will act as economic advisors to the government, proposing policies to tackle real-world market failures such as negative production externalities caused by Thames Water. Their enthusiasm and critical thinking have been impressive.

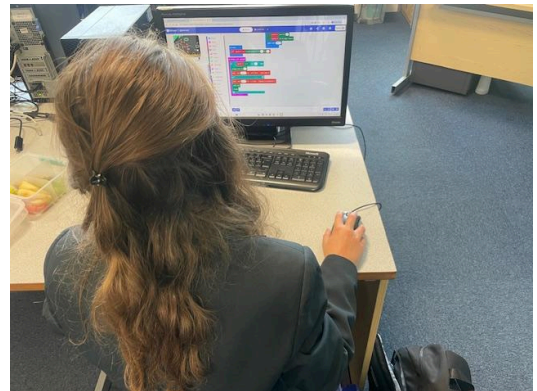
A huge congratulations to our Year 13 Economists, who have now completed Theme 3 and the entire Paper 1 content—an outstanding milestone! This term, they have engaged in high-level debates on whether large monopolies like Google and Amazon harm consumers, as well as evaluating policies aimed at reducing geographical and occupational immobility, including lessons from the failed HS2 project. Their depth of discussion and analytical maturity have been fantastic to witness.

Year 13 Economics Trip:

Our Year 13 Economics students enjoyed a thought-provoking and inspiring visit to the “Economics in Action” study day this term. The day featured a lineup of expert speakers and interactive sessions—from behavioural economics experiments to analyses of global trends, the Autumn budget, productivity and innovation—bringing classroom theory vividly to life. Students explored how economic policies shape global markets, and asked thoughtful questions that deepened their understanding. The trip not only broadened their insight but also reignited their motivation ahead of their mock exams.



Name of Department	Computer Science
The Computer Science department has had a packed term. Students across all year groups have been developing essential digital skills. Year 7 have been learning all about e-safety, exploring how to stay safe, responsible, and respectful online. After gaining a solid understanding of key concepts, students worked in groups to create their own presentations, which they confidently delivered to the class. Their teamwork and creativity was fantastic to see. Year 8 have been investigating what it means to live in a digital world, thinking about how technology influences communication, society, and their daily lives. Building on this knowledge, they are now moving onto Python programming, where they will begin developing their coding skills through practical, hands-on tasks. Year 9 started the term focusing on cyber security, learning how to protect personal information and recognise digital threats. They are now applying their knowledge to real-life contexts by working with spreadsheets for life skills, including budgeting and planning. Across the board, students are engaging brilliantly and building strong foundations for their future digital world. Our Extra Curricular Clubs have been buzzing all term. KS3 Techni Club for Girls In the Techni Club for Girls (KS3), members have been busy designing their own innovative apps aimed at helping society, exploring how technology can make a positive impact on everyday life. The group are also looking ahead to the Cyber Explorers Cup, with plans to enter the national competition next year. Their passion, teamwork, and problem-solving skills have been truly inspiring. KS3 Coding Club Meanwhile, our KS3 Coding Club continues to go from strength to strength. It's been wonderful to see so many students getting involved, supporting each other, and developing their coding skills through fun projects and challenges. Tech Ambassadors Our Tech Ambassadors have been doing outstanding work this term. They have taken on the impressive task of organising, creating, and delivering E-Safety assemblies across all year groups. Their presentations covered essential guidance on staying safe online, and for the older year groups, they explored the importance of digital footprints and how our online	



actions can shape future opportunities.

Their confidence, commitment, and professionalism throughout the process have been remarkable. We are incredibly proud of their hard work and leadership in promoting a safer digital environment for our school community



The following videos contain key messages regarding e-safety:

[Social Media Safety](#)

[Social Media tips for teenagers](#)

Name of Department

History

A highlight this term has been our two extra-curricular Debate Clubs. These are a way for students to improve their critical thinking and public speaking skills. Our students are excelling at thinking on their feet and responding to opposing viewpoints in a structured, civil manner.

Ms Ahmed oversees the Year 8 and 9 Debate Club, whilst Mr Abrahams oversees the Year 10 and 11s. Both clubs are run by an excellent team of Sixth Form students, led by Michael Adeyelu. Michael has played a key role in planning the sessions and, in particular, fostering open-mindedness by requiring students to argue for a motion they might not personally agree with. A great example of this is the debate that recently took place in the Year 10/11 Club on the motion: *This House believes that the British Empire did more good than harm*. Students were given a week to carry out independent research and were allocated randomly to argue for or against the motion.

Kye opened for the motion by arguing that the British Empire introduced vaccination programmes and was far more humane than the Spanish Empire. Sauda then spoke passionately against the motion, providing specific examples of how British colonial rule suppressed indigenous cultures and drew arbitrary borders in the Indian sub-continent and the Middle East, creating future sources of instability and conflict. Krishna provided a counter-argument, pointing out that Britain set up railway networks and other infrastructure that provided lasting economic benefits after the British left. Suvina strongly disagreed, pointing to examples of British economic exploitation. Finally Neha spoke articulately about how Britain brought in legal systems and government structures that helped some ex-colonies evolve into democracies.

Overall, the students displayed great communication skills, with some persuasive points and effective delivery on both sides. There was also good listening on both sides and a respectful atmosphere throughout. And if you were wondering, the judges decided that the winners were...the team against the motion.

Some of the Year 10/11 Debate Club students, along with Michael, the chairperson.



Name of Department

MFL

Celebrating European Day of Languages in MFL

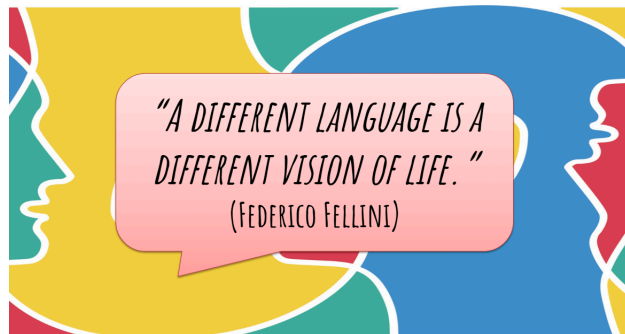
At the start of the academic year, the MFL department marked European Day of Languages with a week of activities celebrating linguistic and cultural diversity across our school community. The MFL team delivered engaging and personal assemblies, sharing their own experiences of learning languages and highlighting how multilingualism can open doors, support personal growth, and broaden horizons.



Staff across the school took part in a dress-up day to celebrate the cultures they identify with and the languages they speak, creating a vibrant and inclusive atmosphere. Students were encouraged to answer the register in another language they know, and Sixth Form students enthusiastically joined in by dressing up and supporting the celebrations.

The week was a fantastic way to start the year, reinforcing the value of languages beyond the

classroom and encouraging students to see language learning as a lifelong skill rather than just an exam subject.



Recently, in Spanish we have been working towards our Spanish PPEs, especially for our Speaking PPE. We believe that the skills required are unique for this exam specifically; for example you need to be able to speak directly to the examiner under pressure and still be able to give high-level answers. This skill can be applied to future scenarios useful in our careers as it's a similar environment to being in an interview for a job. [Aanya, Safwa & Natasha 11P]

Geography We have had a fantastic term across the Geography department, with students engaging enthusiastically in a wide range of topics.

Year 7 have enjoyed developing their map skills and learning about rivers. We are very proud of the excellent geographical knowledge they have brought with them from primary school. After Christmas, they will begin an exciting new unit on World Cities.

Year 8 have completed a dynamic unit on Natural Hazards and are now exploring global population patterns, including an in-depth look at China's One Child Policy.

Year 9 have been studying global development and are currently learning about energy use and how the UK can move towards a more sustainable future. Year 10 have made an excellent start to GCSE Geography and are close to completing their first unit on Natural Hazards. Their positive attitude to learning and early commitment to revision has been particularly impressive.

Year 11 have been working extremely hard on Coasts and Urban Issues and Challenges, alongside preparing for their PPEs. We are very proud of their effort and determination throughout this first examination period, and the lessons learned will help them continue to prepare effectively for the summer exams.

Year 12 have made a strong start to A-Level Geography. Our cohort of 20 committed students have begun their studies with Changing Places and the Water and Carbon Cycles, demonstrating an excellent attitude to learning. Year 13 continue to work with

great focus as they study Contemporary Urban Environments and the Water and Carbon Cycles. They approached their first PPEs with maturity and dedication, and also enjoyed a highly valuable revision day at the Royal Geographical Society, where they developed their exam technique. We are very proud of all our Geographers and look forward to another exciting term ahead.

Mrs Holloway

Name of Department

English

KS3: KS3 has been alive with reading, discussion and creativity this half term. Book Buzz has been a huge success, bringing books to life through brilliant student-staff meetings where Year 7 pupils met the teacher who read their chosen book and enjoyed thoughtful, engaging discussions about characters, themes and favourite moments. Huge thanks go to our librarian, Annie, whose organisation and enthusiasm made Book Buzz such a great experience. The library has also been a hive of activity, hosting a range of workshops that have supported students in developing their reading confidence and love of literature.

Alongside this, Years 8 and 9 have truly impressed us with their creative writing. Year 8 students have been crafting atmospheric Gothic pieces that build tension and suspense, while Year 9 have amazed us with powerful dystopian writing that explores really complex and sophisticated ideas. We are incredibly proud of the imagination, ambition and maturity our students have shown in their work this half term - well done!

KS4: This term in KS4 English has been one of strong progress, increased confidence, and deeper engagement with our GCSE curriculum.

Our Year 10 students have immersed themselves in new GCSE texts with enthusiasm and maturity. They have continued to build strong analytical skills through their ongoing study of the Power and Conflict poetry cluster, culminating in their first full exam-style assessment of the year. Alongside this, students have explored another major Literature text, A Christmas Carol, developing their understanding of Dickens' themes, context, and use of characterisation.

Year 11 have also had a purposeful and productive term, completing their second round of PPEs – covering Literature Paper 2 and Language Paper 1 – and their first set of mock exams as Year 11 students. They approached these assessments with determination and resilience, and many have spoken positively about the experience. Importantly, students are becoming far more aware of the structure, expectations, and demands of each exam, enabling them to revise more effectively and refine their exam technique as we head towards the summer. Their hard work and growing independence are clear to see.

KS5: Literature of Social and Political Protest Workshop: St Helen's School

Our Year 13 A level English Literature students participated in a fascinating workshop to boost their knowledge of the literature of



social and political protest. The session was hosted by St Helen's School and was also attended by students from Northwood College and Pinner High. Our Year 13s contributed to lively discussions about how writers poetry, prose and drama as a vehicle for protest, and annotated and analysed extracts including 'Nothing's Changed' by Tatamkhulu Africa, 'Translations' by Brian Friel and 'Perfidious Albion' by Sam Byers.

Name of Department

RE

As is the nature of RE, students have been asking BIG questions this term.

Year 7 began their Northwood RE journey considering how belief, practice, community and belonging shape our idea of religion. Year 7 then studied creation narratives and explanations, asking how did our world come to be here? Year 7 are currently exploring why life is special in many worldviews.

Year 8 have considered who the divine is, exploring Abrahamic and Dharmic beliefs about God and Brahman. In the latter Autumn Term, Year 8 have enthusiastically dived into the ultimate philosophy of religion question: Does a higher power, divine or God exist? We have been so impressed with their high-level critical thinking about the academic arguments studied.

Year 9 grappled with the real world issues of peace and conflict in the Autumn Term. They have engaged all of our RS disciplines in this unit: theology, social science, philosophy and history. Questions in this unit included: is religion the main cause of conflict? Is war ever justified? And is any religion completely pacifist? They will imminently begin a unit entitled: How do we know what is good and evil? This unit will explore various ethical theories, including utilitarianism, deontology and situation ethics, as well as religious and non-religious views in response to the question do we need God to be good?

Our GCSE cohorts have also made strong progress this term. The Year 10 option RS cohort have studied *Christian Beliefs* before moving onto *Living The Christian Life*. Year 11 have completed three quarters of their GCSE content, finishing the *Matters of Life and Death* topic prior to their PPE cycle. They will soon embark on the final two topics in the Islam paper: *Crime and Punishment* and *Peace and Conflict*. All Years 10, 11, 12 and 13 have been kept abreast with RE in the world through timely form time videos about major festivals and celebrations in faiths lived within our schools.

Year 13 Sociology students have also engaged their RE brains, studying the Beliefs in Society topic of their specification. The class has studied different definitions of religion, as well as sociological perspectives and approaches to religion, namely functionalism, feminism, and Marxism. To finish the term, Year 13 have considered religion as a force for social change and continuity, the impact of secularisation and globalisation.

Name of Department

Science

Students have been busy building foundational knowledge, delving deeper into subjects, and tackling essential exam content across Biology, Chemistry, and Physics.

Our newest students in Year 7 began their Northwood science journey by mastering the essentials of lab safety, ensuring they are well-prepared for all future experiments. They transitioned seamlessly into core scientific principles, exploring Forces in Physics, the Particle Model in Chemistry, and Cells in Biology. The Year 7s have truly excelled in their introduction to secondary science and have done themselves proud.

Year 8 students have taken their knowledge and stretched it further, tackling more complex and detailed scientific concepts. Their studies this term covered Health and Digestion in Biology, the Periodic Table in Chemistry, and Electricity and Magnetism in Physics.

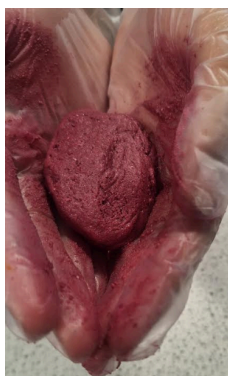
Year 9s have focused on applying their foundational knowledge from Years 7 and 8 to broader contexts. Their topics this term included Environment, Evolution, and Inheritance in Biology; Chemistry in Our World for their chemistry lessons; and Energy, Force, and the Structure of Matter for their physics lessons.

Year 10 students have admirably risen to the challenge of starting their GCSE courses. They have successfully navigated and understood complex topics such as Structure and Bonding in Chemistry, Organisation in Biology, and Electricity in Physics.

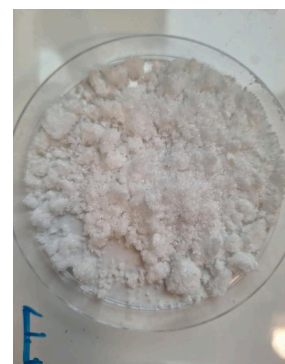
Finally, our Year 11 students have been superb, tackling their crucial PPEs while simultaneously managing the demands of learning new content. Their resilience and focus this term have been excellent as they prepare for their final exams.

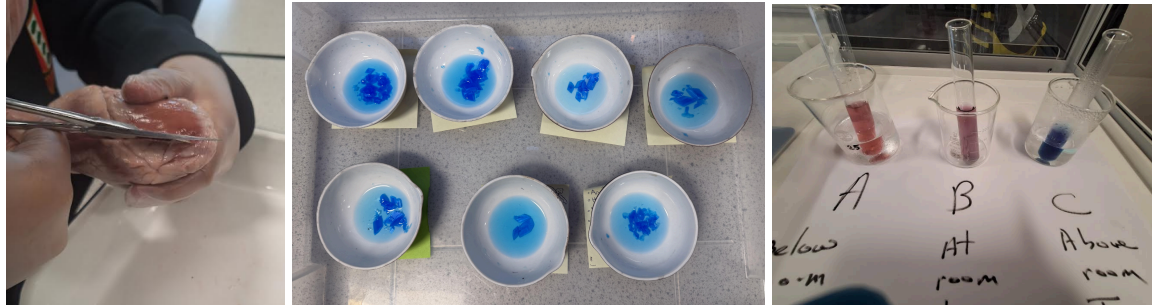
Meanwhile, our KS5 students have shown great perseverance and intelligence in developing their curiosity while taking on science beyond GCSEs. They are embracing advanced topics, challenging themselves with complex theories and sophisticated practical work. In chemistry, students successfully synthesized aspirin; in biology, they conducted studies on the behaviours of woodlice; and in physics, they gained hands-on experience working with capacitors.

The Science Club has had a brilliant and action-packed start to the year! Our club members are not afraid to get their hands dirty—or slimy!



Highlights from our after-school sessions included fascinating dissections of owl pellets and hearts for a look into anatomy. In chemistry, students created Halloween slime, crafted bath bombs, formed invisible iodine clocks, and built a festive Christmas pH tree using chemical indicators. They even managed a hands-on molecular biology activity by extracting real DNA. The club has been a fantastic space for students to explore science beyond the curriculum and satisfy their curiosity.





Name of Department

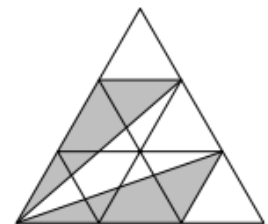
Maths

On Thursday 9th October more than 30 of our KS5 students took part in the Senior UKMT Maths Challenge. The Senior Maths Challenge is run internationally and offers students stimulating, non-routine problems which are designed to make students think.

Following on from the initial round three students were awarded automatic entry to follow on rounds. In Year 13 Tom M and James S were both invited to complete The Senior Kangaroo Competition. In Year 12 Akshat S was invited to complete the British Mathematical Olympiad Round 1. Congratulations to you all on this fantastic achievement.

See if you can work through this problem from the Senior Maths Challenge:

The diagram shows an equilateral triangle divided into nine smaller equilateral triangles, with two additional lines. What fraction of the large triangle is shaded?



This half term, we were excited to introduce *Maths Doctor*, our new lunchtime and afterschool club designed to help students build confidence and succeed with their Sparx Maths homework. The club provides a friendly, relaxed environment where students are able to ask questions, receive one-to-one support, and work through tricky topics at their own pace. Whether they needed a quick check-in or more focused support, Maths Doctor was there to help make maths feel more manageable and enjoyable. This club will continue during the spring and summer term.

We were also pleased to introduce our new *Origami Club*, which also runs at lunchtime. Pupils enjoyed being creative with some hands-on learning. This half term, we learnt how to make *ninja stars* as well as *jumping frogs*.



Name of Department	PE
This term has been an exciting and productive one within the PE Department, with students engaging in a wide range of sports and activities. As always, our aim is to expose students to as many different sporting experiences as possible, helping them to discover new interests, develop key skills, and build confidence through physical activity. It has been fantastic to see so many pupils taking part and excelling across a variety of sports including football, handball, netball, badminton, rugby, fitness and volleyball. Alongside our curriculum programme, we have been delighted with the excellent turnout to our extra-curricular clubs. This term, students have enjoyed sessions in football, netball, handball, badminton, table tennis, basketball, cross country and hockey. The enthusiasm, commitment and sportsmanship shown by those attending have been a real credit to the school. Our competitive teams have also had a standout term, taking part in weekly borough and county fixtures and tournaments. Their determination, teamwork and resilience have contributed to a number of impressive performances, and we are proud of the way they continue to represent Northwood School. Overall, it has been a hugely positive start to the year, and we look forward to building on this success as we continue to broaden opportunities and encourage a lifelong love of sport among all our students.	
<u>Extra curricular clubs</u> Football  Our football teams have performed extremely well this term, showcasing skill, commitment and team spirit across all year groups. Year 7 have represented Northwood School for the first time and have done themselves proud with their attitude and performances. Both Year 8 and Year 9 have made strong starts to their league campaigns, with the Year 9 team recently securing an impressive 8-0 victory. This result was further strengthened by several Year 8 students who stepped up to play alongside the Year 9 squad—an excellent demonstration of teamwork and versatility within our programme.	

We are also delighted that both our Year 8 and Year 9 teams have progressed to the next round of the Middlesex Cup, where they will face tough opposition. We look forward to seeing how they continue to develop and hope their league form and cup runs continue throughout the remainder of the season.

Year 10 have also been making excellent progress in the fixtures they have played so far. The team has shown real development with each game, putting in strong performances and growing increasingly cohesive as a unit. Their continued improvement is clear to see, and they are beginning to look more and more like a successful and well-balanced team as the season progresses.



Northwood School enjoyed fantastic success at the recent borough **Cross Country** event, with boys and girls from Years 7–10 all finishing inside the top 31 of their races. Standout performances came from Federico, who placed 2nd, and Gia, who finished 4th, both earning a spot in the next round. Well done to all our runners for their brilliant effort and achievement!



The U15 boys' **Handball** team recently represented the school in the first round of the England Schools National Competition, delivering an outstanding performance throughout the tournament. The team played some excellent handball, comfortably progressing through the group stages and securing their place in the final. The final was a thrilling, closely contested match, with both teams going back and forth until it finished level at full time. The game went into extra time, where unfortunately we were narrowly defeated by a very physical opposition. Finishing second in such a competition is a fantastic achievement, and the boys should be extremely

proud of their resilience, teamwork and commitment.

It has been an outstanding year so far for **Netball**, with teams across all age groups showing impressive progress and determination. Our Year 9 and 10 players have made significant strides in

their gameplay, demonstrating growing maturity and a strong understanding of the game, which has led to some excellent wins. Year 10 played the Borough tournament and only lost 1 out of 6 matches!



The Year 11 team continue to impress, dominating borough fixtures with ease and proudly representing the school at the National Schools Tournament. Meanwhile, our newly formed Sixth Form team has taken netball by storm. Despite being a new squad, they have shown huge improvement since their first match and continue to grow in confidence and performance, placing 3rd in the recent Borough Netball Tournament!

With Year 9, 10, 11 and Sixth Form all currently on winning streaks, the future of netball at our school looks incredibly bright.

Duke of Edinburgh Award



The current Silver 2024/25 cohort successfully completed their Silver Assessed Expedition in the Surrey Hills between 26-30th September, marking an important milestone in their award journey. Over the course of the expedition, the x32 Y11's and Y13's participants demonstrated resilience, teamwork, and strong navigation skills as they worked together to overcome physical and mental challenges. Despite changing conditions, the group showed determination and responsibility, supporting one another throughout the experience. Completing the assessed expedition was a rewarding achievement and a testament to the

commitment and effort shown by everyone involved.



For the 2025/26 academic year, the Duke of Edinburgh's Award continues to attract strong participation, with x86 Year 9 students enrolled in the **Bronze Award** alongside x32 Year 10 students working towards **Silver Award**. On the Bronze programme we have 76 students enrolled, with training scheduled for 18–19 April 2026 and the assessed expedition taking place on 27–28 June 2026. Meanwhile, we have x34 Year 10 students completing the **Silver Award**, beginning with training from 18–20 May 2026, followed by their **Silver Assessed Expedition** from 26–29 September 2026. These expeditions provide students with valuable opportunities to develop independence, teamwork, and resilience through real outdoor challenges.



Excitingly, we are launching the **Gold Duke of Edinburgh** program with our current Year 11 and Year 12 2025/25 cohorts. Achieving the **Gold Duke of Edinburgh's Award** is a significant personal milestone that is widely recognised across the UK and beyond. It represents sustained commitment, resilience, leadership, independence, and community contribution — qualities that are highly valued by universities, employers and apprenticeship providers. One of the most memorable aspects of the **Gold Award** is that every young person who completes it is invited to attend a **Gold Award Celebration** at a **Royal Palace**, where their achievement is formally recognised in the presence of a **Member of The Royal Family**. This prestigious event is a fitting tribute to the dedication and effort required to reach the highest level of the Award and is often described by recipients as a once-in-a-lifetime experience.

Ski trip



This December, our school enjoyed an unforgettable ski trip to Prato Nevoso, where students spent several days on the slopes surrounded by stunning alpine scenery. Alongside skiing, students took part in a lively talent show, a fun quiz night, and enjoyed a memorable final evening with a group meal at a Restaurant. With fresh snow, clear weather, and well-prepared instructors, both beginners and experienced skiers had the chance to improve their skills and gain confidence. Beyond skiing, the trip was a great opportunity to bond with classmates, share laughs, and create lasting memories, making it one of the highlights of the winter term.



Among the many highlights, **James B**, **Zainah S**, **Robert L** and **Alexandru C** stood out as the top-performing students of their groups on the slopes, impressing everyone with their skill and determination. Evenings were just as exciting, especially during the talent show, which was won by **Rachel** with a memorable performance with her harmonica. **Yori** and **Kaarin** were awarded our top students for displaying all the RECIPE attributes throughout the trip! Overall, the trip was a perfect mix of sport, fun, and friendship, making it one of the highlights of the winter term.



Name of Department

PSCHE

The focus for PSHE this autumn term has been citizenship.

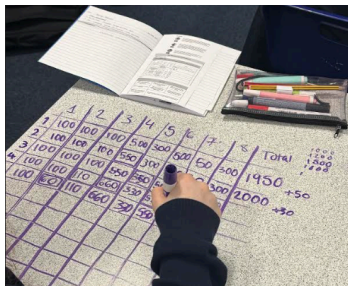
Year 7 began their Northwood PSHE journey exploring bullying before giving anti-bullying presentations to their form. They have spent the rest of the term learning about British citizenship. In December, Year 7 started their financial literacy schemes of work, including spending decisions around wants vs needs, and budgeting.

Year 8 have recapped their knowledge of difference and diversity in society, before learning about UK law. This has included how UK law is made, how young offenders are punished and joint

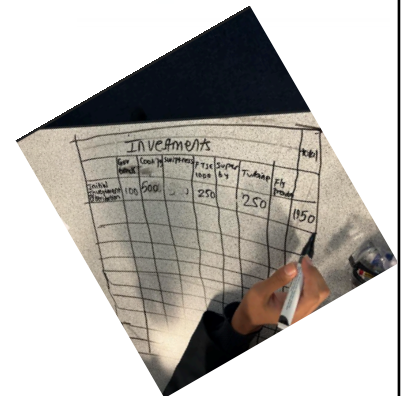
enterprise.

Year 9 revisited their learning about UK law and democracy, including voting and MPs. Year 9 spent the remainder of the term exploring careers and employability. This unit even gives students peer to learn how to write a CV and peer interview practice in their forms. Year 9 have also received two hours of workshops from StandUp! Education - a charity that works to address discrimination in UK society, particularly that based on religion, anti-semitism, and Islamophobia.

Year 10 explored citizenship on a global scale, considering topics such as conflict, migration, humanitarianism and the economy. In Autumn two, Year 10 covered two safeguarding focused units. The first focused on the radicalisation process and the issues of extremism. The second considered grooming into gangs and gang related behaviour, as well as how to get out of a gang.



Year 11 have been the first unit to receive our new financial literacy schemes of work, developed by our new financial literacy coordinator Mr Golson. This unit included lessons on tax and reading a payslip, budgeting, and saving accounts. The unit culminated in an investment simulation game, which

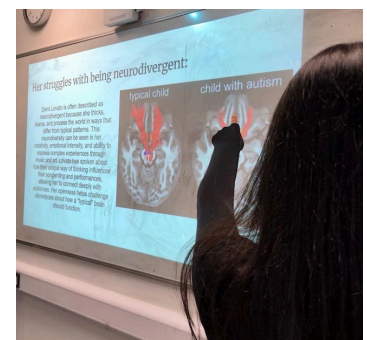


Year 11 really enjoyed! The second Autumn term recapped important relationships, sex and health education content.

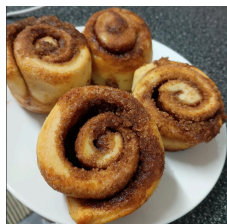
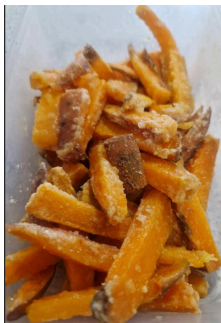
Name of Department

Psychology

This term, the Year 12s have been learning about Clinical Psychology and Mental Health. They researched musicians, artists, people in sports who have been diagnosed with mental ill health or are neurodivergent. For example, Dwayne Johnson who we now associate with films such as the Jumanji series and Fast and Furious. Students shared details about the diagnosis, number of people in the UK and around the world that have been diagnosed as well as how people treat or manage their diagnoses. They all presented their findings to their peers. In some cases students learned that there were co-morbid conditions their 'celebrities' were dealing with at a given time. For example, it was thought that Vicent Van Gogh not only was likely to have been bi-polar, but also suffered with severe epilepsy.



Name of Department	Design Technology
Throughout the Autumn Term, students in Years 7, 8 and 9 have been introduced to a range of exciting new projects designed to develop a broad set of practical skills. Pupils have worked confidently with electronics by constructing circuit boards, developed their craftsmanship through working with timber, and practised producing a variety of joints using hand tools such as chisels, tenon saws and mitre saws. In addition, students have explored CAD software to design and manufacture acrylic components to complement their projects. These experiences are enabling pupils to progressively build their practical expertise year on year, preparing them to achieve increasingly high standards as they move through the curriculum. Year 10 students have been engaged in a wide variety of practical tasks, allowing them to explore different techniques and manufacturing methods while producing high-quality outcomes. This work is carefully designed to prepare them for the NEA they will complete in Year 11. Our Year 11 students have worked exceptionally hard throughout the term, making significant progress on their NEA projects, many of which demonstrate impressive creativity and technical skill. In the coming term, they will begin constructing their final designs, bringing together the work they have developed since the start of the year. Alongside this, Year 11 students have also made excellent progress in their theoretical understanding, as evidenced by their recent mock examinations, with 92% achieving a grade 4 or above and 97% improving on their End of Year 10 assessment results.	

Name of Department	Food technology and Hospitality and Catering
Students in Years 7, 8, and 9 have showcased impressive creativity and growing confidence in the kitchen during this term's cooking programme. From mastering basic knife skills to producing beautifully presented dishes, each group has demonstrated enthusiasm, teamwork, and a willingness to learn. Staff praised the students' positive attitudes and steady improvement. An honourable mention goes to our dedicated Year 10 students, whose commitment has gone above and beyond. Their excellent work after school and on Saturdays has set a wonderful example for younger learners and contributed greatly to the success of the programme. Well done to all involved!	
   	

Name of Department

Performing Arts

Performing Arts Christmas Showcase 8/12

Our Northwood students did us proud, delivering an incredible array of drama, dance, and music to a jam-packed audience in our Performing Arts Christmas Showcase! 🎭 🎵 🎶

A huge thank you to everyone who participated, performed, and supported this wonderful event.





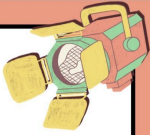
LAMDA news!

LAMDA (London Academy of Music and Dramatic Art) acting exams are practical performance qualifications where students develop and showcase skills in acting, voice, and character work through set monologues. They help build confidence, communication skills and can contribute to recognised qualifications. All 6 students gained a **DISTINCTION** in Grade 5 Acting. Well done Anya, Kye, Raha, Paige, Ella and Krishna.



LAMDA

Exams & Qualifications





ANYA

LAMDA has been such an amazing and life changing experience. It has taught me so many skills such as confidence, independence, resilience and determination. I have made life-long friends who have supported me at every obstacle. I could never have done this without the unwavering support of Mrs Elliott who was determined to get the best results out of me and has shown me I am far more capable than I ever thought. LAMDA lessons are always fun and energetic making this a truly enjoyable experience and I am so grateful to have had it.



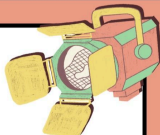
GRADE 5 ACTING DISTINCTION





LAMDA

Exams & Qualifications





KYE

LAMDA was a great way to explore drama in a way I haven't before, the rehearsals and monologues themselves helping me to develop different styles of acting I haven't been able to before. Going to miss my friend Gladys (LAMDA inside joke) 😊



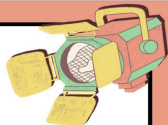
GRADE 5 ACTING DISTINCTION





LAMDA

Exams & Qualifications



RAHA



LAMDA has helped me excel in my confidence and has helped me get out of my comfort zone. MS Elliott has helped me engage and persist in something I love, she made me explore various skills and made sure I would succeed.

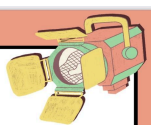



GRADE 5 ACTING DISTINCTION



LAMDA

Exams & Qualifications



PAIGE



LAMDA has been a brilliant experience for me! There have been times where I doubted myself but with the help of MS Elliott, I managed to get myself a distinction, which at the beginning of LAMDA, I didn't believe was possible. It helped me develop my confidence and acting skills which I upon joining LAMDA, lacked a lot. It's taken me out of my comfort zone and pushed me beyond my limits! Overall, I enjoyed learning new key aspects of acting and the friends I've made along the way.

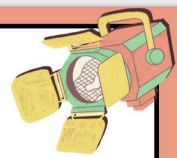



GRADE 5 ACTING DISTINCTION



LAMDA

Exams & Qualifications



KRISHNA



LAMDA has been such a wonderful experience. I got to improve my acting and I absolutely just loved choosing a piece to act out and embody the character knowing that I am working to be a great actor. I am super super proud of myself but I couldn't have done it without the immense support from the fellow LAMDA students, that became my friends forever. And of course Miss Elliott, for making me laugh along the way, helping me to be better and encouraging me with words of care, friendliness and fire. Lastly, the spark of determination it creates in you shows you how talented and capable you are. I'm so glad that I enjoyed the experience and am grateful, because I will remember the whole process forever, and will really miss it.

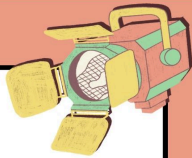



GRADE 5 ACTING



LAMDA

Exams & Qualifications



ELLA



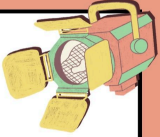
Personally, I find that LAMDA, has been a spectacular experience that has enabled me to further improve my acting skills, stage skills, specifically aiding me in bettering my vocal skills, which were quite questionable beforehand. Regarding my love and passion for acting, LAMDA sure did provide me with a wide range of immersing monologues that would suit my needs and enable me to unleash real emotion, teaching my audience on a personal note. I also found having the experience of physically being present in an audition room with examiners is a great way to build confidence and overcome nerves. Carrying on with the LAMDA process would be exceptional, I am very eager to gain even more insight to the drama world and better my skills even more.






LAMDA

Exams & Qualifications



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Parental feedback:
This is great news, we are really proud of Ella's Achievement.

Thank you as well for your Guidance, Patience and Hard work with this.

Mr Kanamugire

Parental feedback:
Wow this is amazing news, she will be so happy. She honestly didn't think she would get a distinction. So very proud of her.

She said she wasn't nervous on the day. Her mind set also changed and she became more confident about doing it. I think it's a great experience, for some children like Paige who get nervous doing anything out of her comfort zone. It's been a positive thing for her to do.

Thank you for all your support. It was lovely meeting you and I can see why you have been such a great help in boosting her confidence. Mrs Henderson

Having the opportunity to take LAMDA within the school has made a huge difference, as you know Anya presented with the Head during open evening and has taken part in school productions. It's not just about the qualification—it's about the confidence, communication skills, and self-belief that Anya has developed along the way. Her public speaking has improved enormously, and she now approaches challenges with a poise and assurance that will benefit her throughout life.

I want to extend a heartfelt thank you to you for your guidance and encouragement. Your support has been instrumental in helping Anya achieve this success and in nurturing her love for performance.

This experience has shown me how valuable it is for schools to offer LAMDA consistently. These opportunities should be accessible to all students, and I believe dedicated funding should be set aside to make this possible. The benefits go far beyond performance—they help young people find their voice, build resilience, and develop skills that will serve them in every aspect of their future.

Dr N Kumar

Wishing you all a peaceful break

From all at Northwood